

UNIT OVERVIEW

Course Name: Philanthropy and Social Studies
Unit Title: Citizenship
Grade Level: K – 2nd Grades

National Content Standards:

<http://www.ncss.org/standards/home/html>

Michigan Content Standards and Benchmarks:

Lesson One:	SOC.I.2.EE.1	SOC.I.3.EE.1	SOC.II.1.EE.1
Lesson Two:	SOC.III.2.EE.1		
Lesson Three:	SOC.III.1.EE.1	SOC.III.2.EE.1	
Lesson Four:	SOC.II.2.EE.3		

Philanthropy Theme(s):

- Definitions of Philanthropy PHIL.I.DP01.E.3
- Philanthropy and Civil Society PHIL.II.PCS02.E.2 PHIL.II.PCS02.E.5
PHIL.II.PCS05.E.5 PHIL.II.PCS05.E.6
PHIL.II.PCS05.E.7
- Philanthropy and the Individual PHIL.III.PI01.E.5

Unit Purpose:

Core Democratic Values will be introduced and explored in a way that helps the students relate them to their own experience. Through the book *Coming To America*, the history of how and why people came to America is explained. The students will conclude that people came to America to enjoy the rights held by American citizens.

Unit Objectives:

The learner will:

- trace the movement and interpret the motivation of immigrants coming to America.
- identify *Core Democratic Values* that are included in the Bill of Rights.
- illustrate the rights and responsibilities of citizenship in the United States.
- list ways to protect and preserve our natural resources.

Experiential Component:

The students will explore ways responsible citizens care for their natural resources. Students will share information with their parents on the ways their families may help to preserve and protect our natural resources.

Time:

Five Forty to Fifty-Minute Class Periods

Lesson Titles:

1. Ancestors
2. We Have Rights
3. Community Chain
4. What We Can Do!

Unit Assessment:

Assessment will be made on teacher observation of student participation and completion of the activities.

School/Home Connection:

Parents will indicate the ancestral area of their families and share any family stories of migration.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
Lesson One:		
SOC. I. Historical Perspective	2. Comprehending the Past	EE. 1. Identify who was involved, what happened and where it happened in stories about the past.
SOC. I. Historical Perspective	3. Analyzing & Interpreting the Past	EE. 1. Use a variety of records to construct a narrative about their personal or family histories.
SOC. II. Geographic Perspective	1. People, Places & Cultures	EE. 1. Describe the human characteristics of places and explain some basic causes for those characteristics.
Lesson Two:		
SOC. III. Civic Perspective	2. Ideals of American Democracy	EE. 1. Identify aspects of life at school and in the local community that illustrate Justice and freedom.
Lesson Three:		
SOC. III. Civic Perspective	1. Purposes of Government	EE. 1. Cite examples of government carrying out its legal authority in their local community.
SOC. III. Civic Perspective	2. Ideals of American Democracy	EE. 1. Identify aspects of life at school and in the local community that illustrate Justice and freedom.
Lesson Four:		
SOC. II. Geographic Perspective	2. Human/Environment Interaction	EE. 3. Suggest ways the people can help improve their environment.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
Lesson One:		
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 5. Discuss the relationship between individual freedom and government power in a democracy.
Lesson Two:		
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 6. Identify and describe core democratic values.
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 7. Describe why the classroom, school, or neighborhood is a community.
Lesson Three:		
PHIL I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 2. Discuss the importance of respect for others.
PHIL II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 5. Identify the relationship of individual rights and community responsibility.
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 6. Identify and describe core democratic values.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 5. Give examples of actions students can take to improve the common good and list or describe responsibilities that go with those actions.
Lesson Four:		
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 5. Give examples of actions students can take to improve the common good and list or describe responsibilities that go with those actions.

Lesson Developed and Piloted by:
Lynn Chamberlain
Munising Public Schools
Central Elementary
Munising, Michigan

Course Name: Philanthropy and Social Studies
Unit Title: Citizenship
Lesson Title: Lesson One: Ancestors
Grade Level: K – 2nd Grades
Duration: Two Forty to Fifty-Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.2.EE.1 SOC.I.3.EE.1 SOC.II.1.EE.1

Philanthropy Theme(s):

Philanthropy and Civil Society PHIL.II.PCS05.E.5

Purpose:

Throughout history America has been seen as a land of freedom and opportunity.
This lesson will explore the history of why and how people came to America.

Objectives:

The learner will:

- use the vocabulary of *Coming To America*.
- interpret the meaning of America as a “*melting pot*.”
- trace the movement of immigrants into America.
- list the nationality of his/her ancestors.

Materials:

- The book *Coming To America* (see **Bibliographical References**)
- Large pull-down map of the United States
- Large pull-down map of the world
- Smaller map of the world that can have pin holes put into it
- Hot plate
- Large pot
- Measuring cup
- Measuring spoons
- 13x9x2 inch pan
- Spoon
- Rice Krispies

Materials (Continued):

- Marshmallows
- Margarine or butter
- Spatula
- Knife
- Napkins
- School/Home Connection Worksheet (**Attachment One**)

Instructional Procedure(s):

Anticipatory Set:

*Using a map of the United States, tell the students that a long, long time ago **no one**, not even Native Americans, lived in America. Ask: How do you think the people got here? Write the students' ideas on the board. Re-read the student-generated list to the class to recall all of the possible ways people could have come to America. Tell the class that we will be reading a book that answers the question: How did people come to America?*

- Show the cover of *Coming To America*. Point to the picture of the Statue of Liberty. Ask: Does anybody know what this statue is called? (*the Statue of Liberty*) What does "**liberty**" mean? (*freedom*)
- Set the reading purpose by asking: Why do you think all of these people are so happy about seeing the Statue of Liberty? Let's read the book to find out.
- Read *Coming To America*. While reading, pause for understanding of:
 - **immigrants** – people who come to a new land to make their home
 - **melting pot** – many cultures or ways of life from all of the different immigrants have blended together to make our country.
- Explain that America is called a melting pot because all of these people from different countries and cultures have come here and blended together as Americans.
- Ask: *How many of you have made Rice Krispie Treats before? What happens when you put the marshmallows and butter in the pan together and put them on the burner? Let's find out!* Make Rice Krispie Treats according to the following recipe. Allow children to help prepare the recipe as you see fit.
- Emphasize the "**melting pot**" idea when the marshmallows and butter have blended together. Show the students the new mixture. See if students can use the metaphor that the Rice Krispies are like the people and they get fused together. They take on a new shape and a new flavor. By themselves, the butter and marshmallows taste different. They aren't as yummy. The butter-marshmallow mixture is like a community where all kinds of people come together.

Instructional Procedure(s) [Continued]:

Rice Krispie Treats Recipe

- ¼ cup Margarine or butter
- 10 oz. package mini marshmallows
- 6 cups Rice Krispies

Melt butter in a large deep pan over low heat. Add marshmallows and stir until completely melted. Remove from heat, add Rice Krispies and stir until they are all well coated. Using a buttered spatula, press mixture into buttered 13x9x2 pan. Cut when cool. You will serve this at the end of the lesson.

- With the help of the class, reiterate the story using the World Map to show the movements of the immigrants. The following is the order in which they are told in the story. Try to get the students to name them in this order. The teacher could tell a student that s/he is correct, but ask who arrived even earlier to elicit the ordered response. Relate the following:
 - Thousand and thousands of years ago the Native Americans' ancestors came from Asia, across a land bridge into what is now Alaska. (Show the movement with your finger or a pointer.) What are *ancestors*? (*An ancestor is a relative from long ago, like your Great, Great Grandma.*) The ancestors of the Native Americans traveled all around and settled in both North and South America. (Point out both continents.)
 - Later people came from Europe to America. (Point to Europe and move your finger across the Atlantic Ocean to North America.)
 - Some people were brought here from Africa. (Show movement from Africa to North America across the Atlantic Ocean.)
 - Later more and more people came. They landed in New York, Boston and Philadelphia. (Point to each city.)
 - Later people moved west and settled. (Show movement across the United States from East to West.)
 - People started coming from China. (Point to China and trace the path they may have taken across the Pacific Ocean to San Francisco.)
- Ask: Why did all of these people come here? Remember the Statue of Liberty? They wanted freedom. Many of the immigrants couldn't go to the church they wanted to. Their country said they all had to go to the same church. They wanted the freedom to be able to say what they wanted to say. Some of the immigrants came from countries where you could not talk against the government. You couldn't have an opinion.

Instructional Procedure(s) [Continued]:

- Explain the **School/Home Connection Assignment** (see below).
- Eat the Rice Krispie Treats.

Assessment:

Assessment will be based on teacher observation of student participation and completion of the School/Home Connection assignment.

School/Home Connection:

- The teacher will tell the class that they are to go home tonight and ask a parent, aunt, uncle, grandparent or any adult relative to help them fill out *the School/Home Connection Worksheet* (See **Attachment One**).
- The students will be exploring their own ancestry to find out where their ancestors may have traveled from to get to America.
- The following day the students will report their findings back to the class.
- Note to the Teacher: You will need to have a world map ready for the next day. It will have to be one that you are willing to sacrifice to pin holes.
- Allow the students, with teacher's guidance, to mark the map with push pins in the locations from which their ancestors came. Some students will require more than one push pin.
- The teacher should also use push pins to share his/her ancestry with the class.
- Allow time for everyone to look at the diversity, or lack of diversity, from where the class' ancestors came. If there is not much diversity, discuss possible reasons why so many of one nationality settled in the same area. They may have missed their homeland. They may have wanted to maintain their culture. It may have made being in a foreign land easier when they were with people from the same area.

Bibliographical References:

Maestro, Betsy. *Coming To America*. New York: Scholastic, 1996.
ISBN: 0-590-44151-5.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. I. Historical Perspective	2. Comprehending the Past	EE. 1. Identify who was involved, what happened and where it happened in stories about the past.
SOC. I. Historical Perspective	3. Analyzing & Interpreting the Past	EE. 1. Use a variety of records to construct a narrative about their personal or family histories.
SOC. II. Geographic Perspective	1. People, Places & Cultures	EE. 1. Describe the human characteristics of places and explain some basic causes for those characteristics.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 5. Discuss the relationship between individual freedom and government power in a democracy.

Lesson Developed and Piloted by:

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Attachment One
Lesson One: Ancestors

School/Home Connection

Dear _____:

In school today we learned about how and why people came to America from other lands. We learned the word ***ancestor***. It means *someone who is distantly related to us*.

Please assist your child in filling out this form. He/she will be sharing this information with the class tomorrow.

If you know of any interesting family stories about coming to America and are willing to share them with us, it would really help bring the lesson to life. You may write them on the back of this sheet or if you would rather come in and speak to the class, that would be great! Just add a note and I'll contact you to set up a time for your visit.

Thank you for your help with this assignment.

Sincerely,

Name_____

My ancestors came from _____
_____.

Adult Signature_____

Course Name: Philanthropy and Social Studies
Unit Title: Citizenship
Lesson Title: Lesson Two: We Have Rights
Grade Level: K – 2nd Grades
Duration: One Forty to Fifty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.III.2.EE.1

Philanthropy Theme(s):

Philanthropy and Civil Society

PHIL.II.PCS05.E.6

PHIL.II.PCS05.E.7

Purpose:

The Bill of Rights ensures that all Americans are afforded certain rights. Eight of those rights are introduced to the students in this lesson. Immigrants came to America to be able to enjoy these rights. Immigrants wanted to become American citizens.

Objectives:

The learner will:

- state that his/her nationality is American because s/he is an American citizen.
- describe the concepts of *voting* and *trial by jury*.
- illustrate eight *citizen rights*.

Materials:

- Large sheet of construction paper
- Pencil and crayons

Instructional Procedure(s):

Anticipatory Set:

***Note:** This portion of the lesson is written with the assumption that all of the children in your class are American citizens. If this is not the case, you may acknowledge that there are differences, but these are the rights Americans have.*

*The teacher will tell the class: We have found out what the nationalities of our ancestors were. Ask: What does **nationality** mean? (Belonging to a certain country.) What nationality are you? If you went to Australia and someone asked you what your nationality was, what would you say? (American, because this is where you were born.)*

Instructional Procedure(s) [Continued]:

- Tell the class: You are American citizens! *What is a **citizen**?* (*A citizen is a person who belongs to a community or country.*) Immigrants came here to become American citizens. They wanted to be American citizens because American citizens have certain rights. Many of the countries they came from did not have these rights. We are going to learn about the **rights** we have as **citizens** of America.
- Pass out large sheets of construction paper. Have students fold the paper in half, in half again, and in half again so that the paper is divided into eight sections. Supply the class with pencils and crayons. The paper should be lengthwise with four rows going horizontally.
- Have each student write on the top of the page *His/Her Name Rights* (i.e., *Mary's Rights, Jacob's Rights*). Explain that the students will be illustrating the boxes with eight of their citizen rights. (As the class works together they should make just simple pencil sketches. Later on they will have the opportunity to add color and detail. You may need to model these sketches on the chalkboard for the children.)
 - The first right as a citizen is ***you may go to the church of your choice***. In the first box draw a picture of a church.
 - In the second box draw a picture of yourself saying what you want to say because the second right is ***freedom of speech***.
 - In the third box draw your house and something that you own because you have the ***right to live where you want to and the right to own things***.
 - The fourth right is that you are ***able to meet when and where you want to***. Draw a picture of yourself at a meeting. *What kind of meeting might you go to?* (*Boy Scouts, Girl Scouts, team sports, etc.*)
 - Your fifth right as an American citizen is that you have the ***right to go to a good school***. Draw our school; it's good!
 - We have the ***right to vote***. We vote on things in class like which book to read or which game to play, but when you are 18 years old you will have the right to vote for who you want to be mayor, governor or even the President of the United States. Draw a picture of you voting.
 - The seventh right you have is to have a ***trial by jury***. *What is a jury?* (*When a group of citizens are chosen to listen to the facts in a court case and decide what is true.*) There are between 7 and 12 people on a jury. Draw a court with between 7 and 12 people sitting in the jury box. Have learners define this right to a partner.
 - Finally, the eighth right you have as an American citizen is that ***you may keep people from searching your home*** unless they have a special paper from a judge called a ***warrant***. Draw a picture of your house with someone standing in front of it with a piece of paper in his/her hand that says "warrant."

Instructional Procedure(s) [Continued]:

- Ask: *What **rights** do we have in the classroom, school and neighborhood?* Accept all reasonable answers. Conclude that we have these rights because these are all communities. Define a **community** (*a group of people living in the same area and under the same government; a class or group having common interests and likes*). As a community member, we have rights, too.
- Have the students pair share their pictures and explain the rights they drew to a partner.

Assessment:

Give one point for each picture with a maximum of eight points for the task.

Bibliographical References:

Webelos Scout Book. Irving, Texas: Boy Scouts of America, 1991. ISBN: 0-8395-3235-0.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. III. Civic Perspective	2. Ideals of American Democracy	EE. 1. Identify aspects of life at school and in the local community that illustrate Justice and freedom.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 6. Identify and describe core democratic values.
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 7. Describe why the classroom, school, or neighborhood is a community.

Lesson Developed and Piloted by:

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Central Elementary
Munising, Michigan

Course Name: Philanthropy and Social Studies
Unit Title: Citizenship
Lesson Title: Lesson Three: Community Chain
Grade Level: K – 2nd Grades
Duration: One Forty to Fifty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.III.1.EE.1 SOC.III.2.EE.1

Philanthropy Theme(s):

- Definitions of Philanthropy PHIL.I.DP01.E.3
- Philanthropy and Civil Society PHIL.II.PCS02.E.2 PHIL.II.PCS02.E.5
 PHIL.II.PCS05.E.6
- Philanthropy and the Individual PHIL.III.PI01.E.5

Purpose:

Americans not only have rights as citizens but also responsibilities. It is important for children to learn about these responsibilities at an early age. Students will be able to get along better in their classroom, neighborhood and community if they do their duty as good citizens.

Objectives:

The learner will:

- define “*responsible*.”
- list duties and responsibilities of American citizens.

Materials:

- Many 2 x 8 ½ strips of red, white and blue construction paper
- Glue
- Pencils

Instructional Procedure(s):

Anticipatory Set:

*The teacher will write the words “**respond**” and “**able**” on the board. Ask: What does it mean to “**respond**?” (to answer a question, or take action) What does “**able**” mean? (you can do something) If you are able to respond, you are responsible. What responsibilities do you have at home? What are you expected to do? (Possible answers may include: feed a pet, clean room, pick up toys.) So as a family member you have duties or responsibilities.*

- Tell: Yesterday we learned about our **rights** as American citizens. Ask: *What did you think of those rights? Are they good rights to have?* Review the rights and let the students respond. Tell: Along with those rights we have something else: **responsibilities**, or sometimes they are called **duties**. Americans have to be **able** to **respond** (point to the words **respond** and **able** on the board again) to the **duties** of being an American citizen.
- Have the students brainstorm a list of possible citizen duties. Write the list on one side of the chalkboard. Remind students that these are the duties of everyone in America. Write down all of their ideas. Go over the list to see if any of the following duties are in some way mentioned:
 - Obey laws
 - Respect the rights and things of others
 - Help police
 - Serve on a jury
 - Pay taxes
 - Vote
 - Keep informed on what is going on around you
 - Help change things that are not good
 - Help save America’s natural resources

If any of these are vaguely referred to, move them over to a second list on the other side of the board. Discuss them at this time. Otherwise continue with the lesson as follows:

- Tell the class that you will be giving them clues to discover the other duties we have as citizens. As each clue is given and discussed, add the duty to the list on the board.
 - Clue #1: What are you doing when you drive the speed limit or don’t steal things from stores? You are obeying the law. We have a law that tells us to drive at the speed shown on signs. We have another law that says not to take anything that is not yours. Write “**obey laws**” on the new list of actual citizen responsibilities.

Instructional Procedure(s) [Continued]:

- Clue #2: *What are you doing when you don't push people out of line or read their diary?* You don't destroy or take their things. You are respecting the rights and things of others. The second responsibility of American citizenship is to respect the rights and things of others. Add to the list ***"respect the rights and things of others."***
- Clue #3: *What would you do if you saw a robber running away from the police?* You saw where the robber went but the police didn't. If you told the police where the robber went, you would be helping the police. Write ***"help the police"*** on the list.
- Clue #4: What is it called when you are a part of a group that helps decide the facts in a trial? (a jury). You have a duty to serve on a jury. Write ***"serve on a jury."***
- Clue #5: *Does anybody know what **taxes** are?* (*Taxes are money that people pay to the government.*) When you become an adult, it will be your duty to pay taxes. Write ***"pay taxes"*** on the board. The government uses the money to build roads and support school programs like Head Start and the breakfast program.
- Clue #6: *What is it called when you pick the person you want to be president?* (*vote*) Add ***"vote"*** to the list. All citizens have the right to vote but also the responsibility to take part in the country by voting.
- Clue #7: *What are you doing when you watch the news or read the paper?* You are ***"keeping informed"*** of what is going on around you. Add to the list.
- Clue #8: *If you saw someone letting the water run while they were brushing their teeth, what would you say to them?* (*Don't waste water.*) *What if someone was dumping garbage into the lake, what would you tell them?* (*Don't, we want clean water.*) Water is one of our natural resources. Natural resources are things in nature that we need to survive. They are shared by all of us. Write and say: It is our responsibility to ***"protect and preserve our natural resources."***
- Clue #9: *What do you do when you see something that is not good, like the playground is full of garbage or learners are teasing another learner?* (*Pick up the garbage and tell the learners to leave the learner alone.*) What you would be doing is changing things that are not good. This, too, is your duty as a citizen. Add ***"change things that are not good"*** to the list of duties.
- Tell the class that we are going to make a community chain. Explain that a country or community is held together because citizens do their duty. Ask students what it would be like if people did not do these duties. Let them respond.
- Tell: Chains are made of links. When the links are attached to each other they make a chain. A chain is strong and hard to break. A community is formed by responsible citizens linked together like a chain. Everyone does their part.

Instructional Procedure(s) [Continued]:

- Pass out three or four strips of construction paper to each student. Ask them to write one duty of a citizen on each strip. When the students finish writing on their strips, instruct them to work together to make a chain. Allow students time to write and attach their links to make one long community chain. Have extra strips available so students can write as many duty links as they like.
- Marvel at how everyone worked together to make the chain very long. If we each made our own chain it would have taken a longer time to make it this length. Display the community chain in the classroom.

Assessment:

Assessment will be based on teacher observation of student participation in both the discussion and the activity

Bibliographical References:

Webelos Scout Book. Irving, Texas: Boys Scouts of America, 1991.
ISBN: 0-8395-3235-0.

Michigan Curriculum Framework:

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Lesson Developed and Piloted by:

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Central Elementary
Munising, Michigan

Course Name: Philanthropy and Social Studies
Unit Title: Citizenship
Lesson Title: Lesson Four: What We Can Do!
Grade Level: K – 2nd Grades
Duration: One Forty to Fifty-Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.II.2.EE.3

Philanthropy Theme(s):

Philanthropy and the Individual PHIL.III.PI01.E.5

Purpose:

Protecting and preserving our natural resources is one of the responsibilities of an American citizen. This concept is defined in a way that children can relate it to their own lives. Ways in which children can help to protect and conserve our natural resources are explored.

Objectives:

The learner will:

- define *natural resources* and give examples.
- generate ideas of ways to conserve, preserve and protect our natural resources.

Experiential Component:

Students will take home the books they have made about protecting and preserving our natural resources. They will be sharing them with their families to remind them of this important citizen responsibility. A note will be sent home to parents to explain the expectations of their child in presenting the book to them.

Materials:

- The book *Our Planet: Earth* (see **Bibliographical References**)
- Each student will need a book made out of two 8 ½ x 11 inch sheets of paper.
Fold the papers together and staple the middle to make a book 5 ½ x 8 inches.
- Crayons, pencils, markers
- *Sharing Our Learning Letter* (**Attachment One**)

Instructional Procedure(s):

Anticipatory Set:

*Name three or four **natural resources** (water, coal, trees, copper) and ask students what they have in common.*

- Read the book *Our Planet: Earth*. Pause at page 24. Ask and tell: *What do the words “**natural resources**” mean?* Hear student responses. Look at each word separately. What does “**natural**” mean? (*It comes from nature.*) What are “**resources**?” (*things we use*). Natural resources are things we use that come from nature. Ask: *Does anyone remember what we learned about natural resources yesterday?* (*We all share our natural resources. It is everyone’s responsibility to take care of them.*)
- Continue reading the book *Our Planet: Earth*. Pause again at pages 30 – 31 and ask, “*What can you do?*” As you read through the ideas on these two pages, brainstorm with students on other ways they could help.
 - **Trees** – *What else do we get from trees?*
(*paper, wood, food like nuts and maple syrup*)
What else could you do to save trees?
(*Don’t waste paper; write on both sides of paper; recycle paper; be careful about forest fires.*)
 - **Water** – *How do we use water?* (*drinking, washing, cooking*)
Can we live without water? (*No*)
Are there any other ways to save water besides what was named in the book?
(*take short showers; collect rain water to water your garden*)
- Tell the class to think of some of the ways to take care of our natural resources. Ask: *What ways would you like to share with your family?* We will be making a “*What We Can Do*” book. Pass out the pre-made books to the students. Instruct the students to write the title “*What We Can Do*” and their name on the cover.
- On the three remaining pages in the book, tell the students to write and illustrate their conservation ideas. They must label the natural resource that they are addressing on each page before writing their helpful idea, e.g., *Water is a natural resource. Don’t let the water run when you brush your teeth. Trees are a natural resource...*

Note: Kindergarten students could just illustrate their books and tell about their drawings. Second graders’ books could be made out of three pages of paper instead of two. This would give them five pages on which to write their conservation ideas.

- When the books are written and illustrated, break the class into groups of four. Tell the students that they will take their books home to share with their families. Instruct the students to practice reading their books to each other. At this time the teacher should model the delivery of the book while encouraging the students to be sure to tell about the natural resource being addressed. Distribute *Sharing Our Learning Letter* (see **Attachment One**) to all students and explain that it should be returned with a signature.

Assessment:

Students will be graded using the following scoring guide. Allow a point for a title on the cover, each page with an illustration, each page with a conservation idea and each page with the words *natural resources*, for a maximum of ten points. Students will also be assessed on the signed and returned note from a parent or adult family member.

Bibliographical References:

Feder-Feitel, Lisa. *Our Planet: Earth*. New York: Scholastic, 1993.
ISBN: 0-590-47139-2.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. II. Geographic Perspective	2. Human/Environment Interaction	EE. 3. Suggest ways the people can help improve their environment.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 5. Give examples of actions students can take to improve the common good and list or describe responsibilities that go with those actions.

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Attachment One
Lesson Four: What We Can Do!

Sharing Our Learning Letter

Dear _____:

My class has been learning about citizenship. We have learned that as an American citizen, we have certain ***rights*** and ***responsibilities***. One of those responsibilities is to protect and preserve our natural resources.

My assignment in Part One is to read my book, *What We Can Do!* to you. I must remember to use the words ***natural resources*** to describe air, water, soil and trees. We will work together to complete Part Two.

I hope you enjoy my presentation. This sheet needs to be returned to school on

_____.

Sincerely,

Student's signature

Part One Objectives:

The learner will:

1. read his/her book *What We Can Do!* to an adult family member.
2. explain the meaning of ***natural resources*** to an adult family member.
3. share ***conservation ideas*** with an adult family member.

Part Two:

1. Discuss other natural resources not addressed in the book (*air, water, soil, trees*).
2. Make a list of additional conservation ideas to protect and preserve our natural resources.
3. Tell the whole family about your conservation ideas.

Attachment One (Continued)
Lesson Four: What We Can Do!
Sharing Our Learning Letter

School/Home Communication:

Dear _____:

Please let me know if this homework was helpful to you and your child by writing YES or NO before each statement.

_____ 1. My child understood the homework and was able to discuss it.

_____ 2. My child enjoyed this activity.

_____ 3. I enjoyed this activity.

_____ 4. This activity helped me understand what my child is learning in social studies.

Your additional comments are always welcomed!

Sincerely,

(Teacher's Signature)

Adult's Signature _____